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ABSTRACT

The purposes of this school counselor preparation program were twofold: (1) to recruit, train, and certify as school counselors in Wisconsin individuals with strong behavioral science undergraduate training and experience in related helping professions; and (2) to ascertain if school counselors without teaching experience could be as effective as school counselors with teaching experience. This report includes a description of the two-year counselor education program, as well as program evaluation methods and procedures. Data generated indicate that there are no performance differences between interns from this program and control counselors, as perceived by student clients, teachers, administrators, and other pupil personnel specialists. While the data are tentative because the largest group of persons trained through the internship (15) has yet to perform independently as school counselors, the results of the project and study tend to shed more light on the ability of persons without teaching experience to perform as school counselors. (Author/SL)

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A SCHOOL COUNSELOR EDUCATION PROGRAM FOR PERSONS WITHOUT TEACHING EXPERIENCE

ED117580

A PROJECT REPORT

by

Robert I. Havens

COUNSELOR EDUCATION DEPARTMENT
UNIVERSITY OF WISCONSIN-OSHKOSH

DECEMBER, 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOR

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In a project as broad and encompassing as a three-year, funded, experimental, counselor education program, a wealth of people provide input and strength to the accomplishment of program objectives. It is not possible to thank each one individually, but to all who have cared, my thanks.

I want to thank my friends and colleagues, the members of the Counselor Education Staff at the University of Wisconsin-Oshkosh, for their continued support and encouragement: Dr. Gordon Ellis, Dr. Peter Glofka, Mrs. Eileen Hiob, Dr. Donald Jorgenson, Dr. Joseph Mezzano, Dr. Leo Remacle, and Dr. Earl Stahl. I would like to single out one person, Mr. Michael Glandt, for special thanks. Mike served as my administrative assistant, confidant, idea-generator, and often counselor throughout the three years of the project. Finally, my special gratitude goes to the students involved who gave of themselves to this new venture in counselor education.

PREFACE

The project director has asked me to describe the impact of this project on the Department of Counselor Education at the University of Wisconsin-Oshkosh. As I reflected on this assignment, it seemed most natural to identify the satisfaction and pride which attend to funded projects of this scope. However, those benefits are probably best classified in a horizontal dimension rather than in a depth dimension, and it is the latter which I prefer to describe.

This project has enabled us to do a more careful selection of students for our graduate program. We have incorporated some of the project selection procedures into our program, and initial results indicate that we are admitting students who evidence a professional commitment as well as a strong potential to become good counselors. The problem of student selection has never been fully resolved by our profession and I am not claiming that we have a corner on the market, but I know that we are more selective now than we were prior to this project.

This project has opened avenues of communication with school systems which may have never been opened without the project. It has been my observation that school systems have had more than their fair share of public and professional criticism. Some of it has been deserved; much of it has been misguided. One of the chief criticisms of the recent past has been directed toward an institutional phenomenon that is not unique to educational systems. For lack of a better term, I call it the closed-system phenomenon. Some school systems have been perceived as closed-systems that are somehow detached from other societal systems and institutions. Our project experience indicates that the reverse is

true, in most cases. The schools (by that, I mean the counselors, teachers, and administrators) are open to new inputs and new conceptual frameworks. They are willing to work with other institutions, including universities, in order to provide better services for their students. It is stimulating and refreshing to encounter this attitude in the schools.

There are also some suppositions about the products of the project which I cannot fully document but do merit discussion. The counselors, throughout their internships and during their full-time experience, appeared to have a more activist attitude than counselors who have gone through our regular program. There are undoubtedly several reasons why this is so, but the point I wish to stress is that the interns brought a different set of priorities to their role. They appeared to have a genuine concern for students as individuals and an advocacy zeal for students. Whether this concern is maintained as these counselors gain more experience will be interesting to see. C. H. Patterson has noted that counselors need the support of other professionals with whom they work, and this observation seems especially important for school counselors who have entered that profession in other than the traditional manner.

Earl Stahl, Chairman
Counselor Education Department
University of Wisconsin-Oshkosh

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A SCHOOL COUNSELOR EDUCATION PROGRAM FOR PERSONS WITHOUT TEACHING EXPERIENCE[1]

CHAPTER ONE

INTRODUCTION

Counseling and guidance within the public and private schools of the United States has had a significant impact on the personal development and educational and vocational planning of young people. While school counseling had its origins and early growth during the periods between the two world wars, its most significant growth was due to the passing of the National Defense Education Act in 1958 and the subsequent Title 5 A. which provided for local school support of guidance personnel, materials, and facilities, and Title 5 B. which provided for up-grading counselor selection and education programs through the sponsorship of summer and year long institutes.

While school counseling and guidance has tended to respond effectively to needed changes within its own structures and those of the institutions and societies which it serves, the rapid development of the technological society near the end of the 1960's and the rapid change in societal demands on young people and schools indicated need for future innovation and development within the counseling and guidance profession. Two concerns

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[1]The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

which, while often addressed separately, are closely related include the need for schools to broaden the base of their professional counseling staffs and the question of the relevance of teacher certification and experience to effective performance as a school counselor. Interestingly, alternate routes to school counseling would broaden the base of experience within counseling staffs as they now traditionally come from the teaching profession. The purposes of this school counselor preparation program, specifically related to these concerns, were:

1. To recruit, train, and certify as school counselors in Wisconsin individuals with strong behavioral science undergraduate training and experience in related helping professions, and

2. To ascertain if school counselors without teaching experience could be as effective as school counselors with teaching experience.

The remainder of this chapter will deal with each of these purposes in more details.

PURPOSE 1:

Elementary and secondary school students are being confronted with new forces of change which affect the variety of decision-making and educational opportunities facing them. As they search for appropriate models, roles and norms for effective self-direction in educational, vocational, and personal decision-making, the curriculum outside the school--changing societal institutions, emerging cultural mores, alienation of segments of the society, over population, economic deprivation, rise in violence, increasing depersonalization and advancing technology--tends to create a lack of self identity.

To assist school students to interpret their own behavior in relation to societal institutions and cultural norms, new models with the educa-

tional system must be developed. Broad interdisciplinary foundations within the behavioral sciences can assist the professional educator to develop responsive models for social action and change. The efficacy of this approach is evidenced by the increased emphasis on behavioral science in the preparation programs for the various educational specialists.

Within the area of school counselor education this trend is visible in the increased requirements in the behavioral sciences for prospective counselors (Association for Counselor Education and Supervision, 1967, 1968). The teacher who applies for graduate work in counseling and guidance is likely to be weak in behavioral sciences. At best, six or nine graduate credits in behavioral sciences are all that can be required within the other demands of a graduate program. As a result, school counselors generally lack sufficient background in the behavioral sciences to fully understand the individual student and his environment. Also, teachers who aspire to become school counselors (and most states require at least one year of successful teaching experience for counselor certification) have generally spent their entire working careers within the educational structure and often are unfamiliar with much of the world outside of the school for which the students are preparing. Therefore, because of a lack of appropriate foundation in the behavioral sciences and a lack of experience outside of the school, school counselors tend to be unprepared to interpret individual behavior and societal institutions to students and to provide new models of behavior and response.

There are, however, other models of counselor preparation and certification which might provide for elementary and secondary counselors

with stronger behavioral science foundations and experience outside of the school system. One of these models would be to recruit individuals with undergraduate degrees in behavioral sciences with work experiences in settings related to their expertise; but who lack teacher certification and experience; and through a combined graduate preparation program of counselor education and a school counselor internship experience, qualify the individuals for counselor certification. The purpose of this program was to provide the appropriate selection, preparation, and certification program to test this model.

PURPOSE 2:

For some time the counseling profession has debated the issue of requiring teaching experience for school counseling. Proponents of teaching experience (Farwell, 1961; Hoyt, 1961; Hudson, 1961; Hutson, 1962; Johnson, 1962) have been as vociferous as those who question the need for teaching experience (Arbuckle, 1961; Cohen, 1961; Dugan, 1961; Stewart, 1961).

Research on the question has also been inconclusive. While some research has suggested that teaching experience does appear necessary (Frederickson and Pippert, 1964; Weitz, 1958), other studies indicate that counselors without teaching experience may be perceived to be as effective as those with teaching experience (Peterson and Brown, 1968; Rochester and Cottingham, 1966; Hooper, Brown, and Pfister, 1970). Kehas and Morse (1970, 71) have presented two studies of perception of role change and conflict from teacher to counselor and they hypothesize that teaching experience may be dysfunctional to counseling.

White and Forrest (1968) have observed that the time has come to test the teaching requirement by designing specific programs of selection

and preparation for persons with backgrounds other than teaching. However, as they point out, most states require teaching experience for counselor certification and the testing of this assumption has not been possible.

It would appear, then, that a careful study of the effectiveness of school counselors with teaching experience and school counselors without teaching experience (or certification and preparation) would begin to provide data relevant to the question of the need for teaching experience in counseling. This program was designed to provide a model selection, training, and certification program for individuals without teacher education background, to place these individuals as school counselors in Wisconsin, and then to compare their effectiveness with counselors who have previously had teaching experience.

History and Development of the Project:

On September 1, 1968, new school counselor certification standards went into effect in the state of Wisconsin which included the following clause:

> The state superintendent may approve experimental programs based on completion of a Master's degree in guidance and counseling and including completion of a full-time one year public elementary or secondary school counseling internship. The state superintendent, at his discretion, may waive the teacher certification and two year teaching experience requirements in the approval of such experimental programs.

In order to test the efficacy of this new approach to the selection, preparation, and certification of school counselors, the Counselor Education Department of the University of Wisconsin-Oshkosh wrote a proposal under the Education Professions Development Act (EPDA) to conduct such a program. Oshkosh Public Schools, Cooperative Educational Service Agency #13, Waupun, and the Department of Public Instruction wrote supporting letters which accompanied the proposal. Subsequently, in the spring of

1969, the University of Wisconsin-Oshkosh was awarded an EPDA grant to develop such an experimental counselor education program. As a result, five individuals were awarded fellowships to begin the campus-centered counselor education experiences in the summer of 1969. The campus-centered study was concluded in August of 1970 and the school counselor internship experiences were begun in September, 1970. (See Director's Report, July 1, 1970.) Concurrently, funding was received for a two year operational EPDA Fellowship Program to include ten individuals on fellowships and five regular program students within the project. Thus, during 1970-71, five fellowship students and four regular students participated in the internship phase of the project and fifteen students (ten EPDA Fellows and five regular students) participated in the first year of the program. (See Final Report, Phase 1, August, 1971.)

In August of 1971, the eight internship students (four EPDA and four non-EPDA) completed their program and were certified as public school counselors in the State of Wisconsin. The fifteen operational program students (ten EPDA and five non-EPDA) began the internship phase of their program. At this time, the program received official recognition within the graduate school at the University of Wisconsin-Oshkosh, and the program was instituted as an alternate program within the structure of the curricular offerings of the Counselor Education Department. Thus, ten new students were selected to begin their regular two year program to be completed in the spring of 1973.

This report, and the research presented herein, covers the program as developed through June 30, 1972, and the data gathered on those students who had completed the internship by that date.

CHAPTER TWO

DESCRIPTION OF THE TWO YEAR COUNSELOR EDUCATION PROGRAM

This chapter will discuss the objectives of the project and the organization of the counselor education experiences contained within the two years of the counselor education program for individuals without teaching experience.

I. Objectives

A. General Objectives

It was the general objective of this graduate fellowship program to prepare individuals with broadly based behavioral science undergraduate majors for immediate entry into elementary and secondary school counseling positions. More specifically, this program recruited individuals with behavioral science baccalaureate degrees who had not had prior preparation in professional education or previous elementary and secondary school teaching experience, and provided a counselor preparation program leading to a Master's degree and certification as a school counselor in the state of Wisconsin.

The several goals of this preparation program were:

1. To provide additional, well qualified elementary and secondary school counselors.

2. To prepare elementary and secondary school counselors who can respond more effectively to the problems of the youth in our schools.

3. To prepare elementary and secondary school counselors who have a firm understanding of the dynamics of individual behavior as it interacts with societal and cultural forces.

4. To prepare elementary and secondary school counselors who can effectively relate the dynamic forces of the curriculum outside of the school to the curriculum within the school.

5. To develop an experimental model preparation program of graduate elementary and secondary school counselor education for non-education undergraduate majors.

6. To develop in the counselor-candidate an understanding and appreciation of the school as a social system, the teacher-student learning process, the dynamics of the classroom situation, and the contemporary school curriculum.

7. To create a source of research and evaluation in areas of:

a. Education of elementary and secondary school counselors from non-educational backgrounds.

b. Effectiveness of non-education trained secondary and elementary school counselors in actual secondary and elementary school counseling settings.

c. Evaluation of internship programs in elementary and secondary school counseling with emphasis on: (1) effectiveness of the intern as a counselor, (2) intern-staff relations, (3) intern-supervisor relationships, (4) effect on a secondary and elementary school of an internship experience with the University and the Department of Public Instruction.

d. Comparisons of the relative effectiveness of counselors with strong behavioral science foundations and counselors with more traditional strong educational foundations.

B. Specific Behavioral Objectives

The behavioral outcomes anticipated for each internship enrollee were:

1. The ability to apply his understandings and knowledge of behavioral sciences to the solution of problems at the elementary or secondary school level.

2. The ability to understand and communicate effectively with the school staff including teachers, administrators, and other pupil personnel workers.

3. The ability to understand and relate to the elementary or secondary high school student as he attempts to grasp the impact of a rapidly changing technological and social culture.

4. The ability to provide new models of behavior and response to the problems of society.

5. The ability to assist the individual elementary or secondary school student to become more sensitive to the needs of others and more sensitive to his own needs as they affect the behavior of others.

6. The ability to work with teachers, administrators, and parents as they attempt to assist the elementary or secondary student to develop into an effective member of society.

7. The ability to understand the problems of the student from any subculture or minority group and to assist the rest of the school staff to develop resourceful programs of educational change to combat those problems.

C. Institutional Objectives

As a result of participation in this experimental counselor education program, specific changes were anticipated for the several agencies involved.

1. Counselor Education Department, University of Wisconsin-Oshkosh.

a. To develop appropriate experiences within the Master's degree program in Guidance for the non-education major who wishes to prepare himself for school counseling.

b. To integrate as a part of its regular program the concept of a two year counselor preparation program leading to immediate certification as school counselors individuals from work settings outside of education who possess behavioral science undergraduate degrees. This program will consist of one year campus-centered academic preparation leading to a M.S. degree in Guidance and a one year school counselor internship experience.

c. To promote the development of internship experiences within schools in Wisconsin.

d. To develop closer working relationships with local school agencies, state departments of public instruction and the community for which it prepares counselors.

2. Local School Agencies:

a. To develop on a continuing basis internship experiences for school counselor candidates.

b. To develop a closer working relationship among the school, community, state department, and the University in the preparation of various helping specialists within the school.

c. To examine the relevance of their counseling and guidance program in light of the needs of the young people and community they serve.

3. State Department of Public Instruction

a. To increase involvement with the community, local school

agency and the University in the preparation and certification of not only school counselors but other pupil personnel specialists.

b. To assess the effectiveness of the counselor intern program during a five year period (1968-1973) and make recommendations to the State Superintendent of Public Instruction regarding permanent adoption of the experimental clause relating to certification of non-education majors as counselors in Wisconsin.

II. Content of the two year school counselor preparation program.

Basically, the formal two year counselor education program can be divided into two phases: Academic on-campus counselor education experiences, and the in-school counselor internship experience. The academic on-campus counselor education experiences encompasses the first year of the program (typically one summer and two academic semesters) and the in-school counselor internship experience encompasses the second year of the program (two semesters serving full time as a school counselor intern).

A. Academic on-campus counselor education experiences.

The preparation of an individual with strong behavioral science background and no prior experiences in education pre-supposes several unique educational experiences which should be provided. Essentially, the individual can be expected to have a strong foundation in psychology, sociology, and social-psychology. This is in contrast to the typical individual entering the counselor preparation program who has a strong education background but a weak foundation in the behavioral sciences. For the typical counselor-candidate in counselor preparation programs, the need is for increased experiences in the disciplines of sociology,

psychology, anthropology, etc. The students in this preparation program have a strong foundation in the behavioral sciences but lack experience in education. Therefore, the concept of preparation for this school counselor preparation program encompasses two kinds of curricular experiences: counselor preparation experiences, and experiences in understanding the educational system. The counselor preparation program can be viewed as encompassing the substantive areas of:

Area 1: The Philosophies and Principles of Guidance
Area 2: Use of Information in Guidance
Area 3: The Process of Interpersonal Relations in Guidance and Counseling
Area 4: Measurement and Research in Guidance
Area 5: Practicum

The experiences in understanding the educational system can be viewed as encompassing the substantive areas of:

Area 1: The School as a Social System
Area 2: The Teacher-Student Learning Process
Area 3: The Curriculum in Contemporary Schools

The next section will discuss in detail the specific aspects and experiences to be provided within each of the substantive areas.

1. Counselor Preparation Experiences

Area 1: The Philosophies and Principles of Guidance: The concept of providing individualized guidance for each pupil in the school has its foundation deep in the democratic tradition of education in this country. More specifically, however, it grew out of the increasing waste of individual manpower, the increasing population, the technological revolution, and the development of vocational education around the turn of the century. Today, although nearly 60 years have elapsed since the introduction of guidance into the school, the economic, social, and individual situations are similar but more complex. Descriptive phrases about society

at that time are still applicable today. It therefore becomes important to understand the needs to which the movement was dedicated, why the needs still exist, and how the guidance movement is addressed to those needs. In particular, the growing restlessness of our youth as they approach times of decision-making regarding education and vocation creates a demand that more broadly based cultural solutions are found to the problems facing society. Guidance is based on a broad foundation of sociological, psychological, and philosophical principles that may be marshalled to attack these problems. The individual student who has strong background in the behavioral sciences will have a set of deep resources to apply to the situation. The focus on these experiences demonstrates how the foundations of guidance may well meet these problems. This area is covered in Principles of Guidance and some in Organization and Administration of Guidance Services.

Area 2: Use of Information in Guidance: Basic to the guidance process is appropriate information for decision-making. In particular this involves environmental information which includes vocational, educational, and personal-social information. Increasingly the youth of today are exposed to a widening gap in information development, processing, dissemination, and retrieval. While it is essential for individuals to have proper information for the decision-making process, there are a number of unanswered questions relative to the role information plays in decision-making. "Is there an optimal amount of information that a person should have for proper decision-making?" "Is decision-making based on out-of-date and perhaps inaccurate information better than decision-making based on no information?" Because of the information gap, it may well be that individual youth in our high schools are being asked to make

decisions based upon false information. The development of modern technology in the area of information and computer sciences, as well as other modern media of education (audio-visual display, etc.) may well provide some of the answers to this continuing dilemma. Therefore, included in the preparation program are not only experiences with environmental information, but also an experience in modern media in counseling and guidance with a particular emphasis on the use of the computer in counseling and the implications of computerized information retrieval on the counseling process. This area is covered in the courses Occupational Information and Media in Education.

Area 3: The Process of Interpersonal Relations in Guidance and Counseling: As the counselor attempts to provide the appropriate milieu for effective decision-making on the part of counselees, teachers, parents, and administrators, skills in interpersonal relations are increasingly important. The understanding of the dynamics of the situations, communication flow patterns, sensitivity to the feelings and attitudes of the other individual(s) provide a foundation for increased interpersonal effectiveness. Within this area, experiences are provided for the students to interact with each other and students in the regular program about their perceptions of becoming counselors. Role playing experiences, video-taping of role playing and other situations with immediate playback, and discussion by the students of how they operate in the various situations will be provided. Experiences also include Growth Facilitating Learning Experiences which are under the leadership of two full-time counseling psychologists. The purposes of these sessions are: (1) to provide students with an opportunity to examine their own relationships with others and to discuss mutual problems and experiences

involving human relationships; (2) to provide an environment in which students can examine their attitudes, values, feelings and perceptions which influence their understanding of and ability to use interpersonal skills; (3) to assist students in achieving greater self-awareness and self-understanding; (4) to provide a setting in which the students can observe their own behavior and that of others, and examine these behaviors with relation to the group process. These groups provide an opportunity for the students to engage in a continuing self-examination of their understanding and use of interpersonal relations skills.

Another specific experience within this area is encompassed in the course Counseling Process and Pre-Practicum. Techniques and processes involved in developing an effective counseling relationship will be examined. The experience is designed to aid the student to gain insight into the counseling relationship particularly for his own growth and development. Maximum emphasis will be placed upon the student as a potential counselor and his personality as a variable in the counseling relationship. It is within this experience that the individuals will role play, video tape their experiences, and generally look at their development as counselors.

The course Organization and Administration of Guidance Services also provides experiences within this general area. The focus of this experience is upon new management techniques from the fields of management theory and science as they apply to the development of an effective guidance program. The focus within this approach is emphasizing the role of the individual within the management systems. Overlapping group structures, effective leadership roles, and the dynamics of effective decision-making are encompassed within this course experience.

Because the counselor deals with groups of individuals, either purposeful through deliberate group counseling or accidental as he encounters teacher groups, student groups, parent groups, etc., a major emphasis of the experiences within the general area of interpersonal relations is upon understanding the dynamics of the group process and the effective management of the group situation. Experiences are provided for participation in various types of groups, analysis of group interaction, and an intensive study of the dynamics of the group process. These experiences are provided within the course Group Guidance, but practical experience in group membership is also provided in the Growth Facilitating Learning Experience and within the structure of the practicum settings.

Area 4: Measurement and Research in Guidance: Testing is widely used in school systems for a variety of administrative, instructional, and evaluative purposes. Very often, the skills of school personnel in the use of tests is limited and consequently test results are either not used or misused by the educational practitioner. The counselor, in his work with teachers, parents, administrators, and more importantly students, utilizes test results for a variety of purposes mainly centered around the decision-making process. Therefore, it is the function of the experiences within this area to develop within the student a complete understanding of the purpose of testing, the construction of standardized tests, the statistical foundations of tests, the administration and scoring of tests, selection of appropriate tests within the particular decision-making structure, and perhaps most importantly, the process of test interpretation both within the counseling process and to other persons such as school personnel and parents. While a major share of this

experience is provided within the structure of the course Use of Tests in Counseling, the practicum experience also is used to increase skills in this area. Because the enrollees will come to the program with a strong background in psychology, and very probably will have had a course in either statistics or testing or both, experiences will be tailored to build upon the competencies which the individual enrollee possesses and will not require repetition of previously learned materials.

In addition to understanding statistical concepts for the testing foundations, it is important for the counselor to understand statistical inference techniques in order for him to develop and carry out action research studies which will assist him in finding solutions to many of the problems which face the counselor in his everyday work. These types of research studies include evaluation of the counseling program, identification of personal characteristics of students which affect their behavior, research into a variety of counseling techniques, and follow-up studies.

Area 5: Practicum: The practicum experience is designed to provide a closely supervised experience of actual counseling with elementary or secondary school students. The experiences within the practicum build upon individual student's growth and development which has been a result of other aspects of the program, including in particular the Counseling Process and Pre-Practicum experience. Practicum experiences are provided in two settings for each student in the program. First, in order to increase understanding of actual school counseling situations, the students serve as practicum counselors in school settings. In addition, each student spends four hours a week counseling within the Counselor Education Department's Counseling Laboratory. The Counseling Laboratory

is a counseling service of the Department of Counselor Education providing free educational, vocational, and personal-social counseling to individuals of all ages and from all settings. The student tapes his sessions, and individual supervisory consultations with the supervisor are arranged to discuss the counseling interviews. Additional time is provided for small group interaction among the students about their counseling experiences, and for observation of other counseling sessions both directly through the one-way vision mirrors and by video tape.

The practicum experience includes a number of opportunities to work with parents.

2. Experiences in Understanding the Educational System

The purpose of the experiences in this phase of the program is to acquaint the student with the school as a social system, the teacher-student learning process, classroom dynamics, the unique historical and philosophical development of the educational institution, and contemporary school curriculum. The expected goal is to provide the student with appropriate understandings of the educative process so that he will be a more effective functional component of the educational team.

Area 1: The School as a Social System: Schools are unique, dynamic institutions which have developed out of society's need to improve the standards of their younger members and to perpetuate societal institutions. The school tends to be a social institution by which society hopes to protect and perpetuate its other social and cultural systems. As such, the school operates within a certain framework and organization which has a set of historical and philosophical precedents. The worker in the educational system, in order to understand the workings of the school as a social system and to be sensitive to its modes of change and development,

must have a firm understanding of the social organization of the institution. Within this context, students are provided opportunities to study the roles that various educational workers play within the decision-making process of the institution, the historical and philosophical antecedents of the school, and the relationship between public education and the social trends of an industrial democracy. The school system operates with certain communication patterns, leadership roles and functions, decision-making flows, and other institutional phenomena. It is the purpose of this area of educational experiences to orient the student to the dynamics of this system.

Several of the experiences which relate to this area of the educational experience are the following:

(1) Simulated School Learning Experiences--Simulated experiences include opportunity for the students to assume the role of teacher, counselor and administrator. An added dimension of this experience is the inclusion of teachers and principals in simulated experiences followed by interaction with the counselor-candidates regarding the appropriateness of the decision-making alternatives.

(2) School Visitations--In order to gain a perspective from their educational experiences and relate them to the actual school setting, students are assigned to different schools in the Fox River Valley (some are the same schools which will conduct the internship experience during the second year) to observe and study the operation of the school system. Another feature of this program which assists the student in understanding the school as a social system is a Seminar in Teacher-Counselor-Administrator Relationships. The seminar provides for group exploration of the problems involved in the working relations among the educational

team. Opportunities are provided to explore the meaning of other experiences within this area as well as new ways to solve the problems of communication within the school. Students study new patterns of management and communication, and try out new behaviors within the seminar setting.

Area 2: The Teacher-Student Learning Process: The major goal of the school system is to enhance the learning of the individual student in a variety of settings. At the foundation of these learnings and settings is the teacher-student learning process within a group classroom situation. Because much of the individual student's school experience is directly related to the classroom learning situation, it is vital that the counselor understand and appreciate the dynamics of this learning process and environment. It is perhaps most often to an attack of school learning problems (either of a social or academic nature) that the counselor's energies are turned in attempts to assist individual counselees toward greater self-fulfillment. It is also this very process and environment that teachers and administrators (and perhaps even counselors) have used in their argument to support the requirement of teaching experience for counselor certification. While there can be no doubt that the individual counselor must have a firm understanding of this area, it may well be that experiences other than teaching can provide this type of foundation. Experiences which provided understanding in this area include video-taped classroom observation, live classroom observation, and micro-teaching experiences.

Area 3: Curriculum in Contemporary Schools: The structure and content of the curriculum offerings within the modern school become of significant importance to the individual development of the student. As the counselor

assists the student in maximizing his school experiences related to his own growth and development, it becomes essential that the counselor understand the curriculum offerings within the school. But even more, the counselor must understand the process of improving curriculum and adapting curriculum to the needs of the students. Too often, the student appears to be adapted to the needs of the curriculum.

Student counselors study the process of curriculum development, the structure of modern curriculum, and techniques for affecting curriculum change. Opportunities are provided for studying the relationship between the curriculum of the school and the curriculum of the world. The objectives in this area are met within the course offering Curriculum Foundations in Secondary Schools or Curriculum in the Elementary School.

B. In-school counselor internship experiences.

The concept of the school internship program is to provide the counselor-candidate who does not possess teaching experience with a supervised full time experience performing the duties of a school counselor. The experiences of the internship program provide for sufficient learning situations as to prepare the intern, upon completion of the program, to function effectively as a counselor in a school setting. The experience is supervised by a certified school counselor within the school and a supervisor from the Counselor Education faculty at the University of Wisconsin-Oshkosh. The Supervisor of Guidance Services, Wisconsin Department of Public Instruction, also periodically visits the counselor intern.

1. Specific Internship Experiences

The counselor intern possesses a Master's degree in Guidance and is certified as a counselor intern by the Department of Public Instruction.

Therefore, the duties of the counselor intern include those of other school counselors in the school system. However, because it is also a learning situation, other experiences are necessary. The counselor internship include but are not necessarily limited to the following duties:

a. Be assigned a specific section of the student body, generally not to exceed 200, for purposes of general academic and vocational counseling.

b. Maintain a specific caseload of students involved in on-going counseling relationships.

c. Develop and conduct appropriate group counseling and group guidance experiences for students.

d. Assist in the development and maintenance of the information service.

e. Assist in the development and maintenance of the student records.

f. Assist in the administration and interpretation of the school testing program.

g. Become a part of and attend all counseling department staff meetings, both within the school and system-wide.

h. Attend all appropriate staff meetings, workshops, and in-service training.

i. Become involved in the referral process used within the school.

j. Engage in meaningful dialogue with teachers, counselors, and administrators regarding school policy and procedures.

k. Become an active member of those school committees appropriate to the interest of the intern, with the approval of the supervising counselor and school principal.

l. Spend some time in classes observing classroom behavior and dynamics so as to increase understanding of teacher-student interaction.

m. Become involved in the team process of pupil personnel services including dialogue with school psychologists, school social workers, and health personnel regarding appropriate cases and topics.

n. Engage in activities which assist in interpreting guidance and counseling services to parents and community.

o. Engage in appropriate research activities to assist in understanding the student environment.

It should be emphasized that these are a list of general activities, and that specific duties and experiences of individual interns are determined by building principal, supervising counselor, and counselor education supervisor. The counselor intern also attends a professional development seminar each semester, and is enrolled full time as a student at the University of Wisconsin-Oshkosh.

2. Responsibilities of Counselor Educator Supervisor

The counselor intern is closely supervised by a full time counselor educator in the Department of Counselor Education at the University of Wisconsin-Oshkosh. The university supervisor spends one-half day biweekly visiting the counselor intern in his setting. The university supervisor holds periodic meetings with the supervising counselor, other members of the counseling department, and administrators and teachers as may be necessary to assess the progress of the intern.

3. Responsibilities of the Supervising Counselor

According to guidelines developed by the Department of Public Instruction for the conduct of these experimental internship programs, each counselor intern is under the direct supervision of a certified school counselor employed by the school. The counselor-student ratio including the intern is not to exceed 600 to 1 (i.e., supervising counselor 400 to 1; intern counselor 200 to 1). It is not the purpose of

the supervising counselor to be an evaluative counselor; rather, it is the function of the supervising counselor to provide guidance and assistance for the intern. The supervising counselor, in conjunction with the counselor educator supervisor, develop the internship activities, assist the intern to understand and interpret school policy and procedures, and engage in meaningful dialogue with the intern regarding school counseling.

4. Professional Development Seminar

The purpose of this integrative seminar is to give the school counselor interns an opportunity to explore their experiences with one another and with a counselor educator. This exploration will be related to the experiences of others and to the professional literature and research in the field. At least once, this seminar is held at a different internship school so that each intern will get an opportunity to study the school setting of the other interns. This in-service type seminar gives each intern an opportunity to integrate the knowledge and research in the field with his practical experiences. Within the seminar, new behaviors are tried which might better deal with certain problem situations.

CHAPTER THREE

EVALUATION METHODS AND PROCEDURES

This study was an attempt to develop and then assess a model school counselor education program to recruit, select, prepare, and certify as school counselors in Wisconsin individuals without teaching preparation, certification, or experience.

There are a number of ways that one might approach the evaluation of the effectiveness of this two-year counselor education program to certify as school counselors individuals who do not possess teaching experience. The scope of this project was to take an intensive look at several of those evaluation procedures so as to test the efficacy of this model. One phase of this evaluation was to look carefully at the response of schools to the placement of counselor interns, and the subsequent employability of those individuals trained and certified through the internship program. Secondly, an analysis was made of the satisfaction of superintendents and principals with the performance of school counselor interns and of school counselors trained through this internship program. Finally, an intensive study of the effectiveness of counselor interns and school counselors trained through the internship program as perceived by the publics they served was conducted to compare their performance with those of teacher certified counselors. This chapter will discuss the methodology and procedures used in attempting to conduct such an evaluation.

1. Employability of School Counselor Interns and School Counselors Trained Through the Internship Program

This phase of the evaluation was easily carried out through a descriptive count of the number of interns placed each year, the number of

schools who continued in the internship program, and the number of schools who hired their interns as school counselors after the internship experience. The employment of school counselors who had completed the internship program but who were not hired by their interning school was also considered. These results appear in Section I of Chapter 4.

2. Satisfaction of School Administrators With the Performance of School Counselor Interns and School Counselors Trained Through the Internship Program

A survey questionnaire (See Appendix D) was sent to school administrators which asked them to evaluate the effectiveness of the performance of the counselor interns for 1971-72. This survey was sent to fifteen school administrators, and responses were received from the entire sample. This survey was also sent to eight school administrators who had participated in the internship program during 1969-70. A second survey questionnaire (See Appendix E) was sent to those school administrators who had hired school counselors who had completed the internship program. The return from this questionnaire was also one hundred percent. The results of these surveys are reported in Se tion II of Chapter 4.

3. Comparative Study of the Perceived Effectiveness of Counselor Interns, School Counselors Who Were Trained Through the Internship Program, and Regularly Certified School Counselors

A yet more exhaustive study of the effectiveness of counselor interns and counselors trained through the intern program was conducted. While descriptive data regarding placement and hiring of interns and stated satisfaction with intern performance is useful, this information fails to ascertain the effectiveness of interns compared with regular school counselors as rated by students, teachers, administrators, pupil personnel

specialists, and counselors. In an attempt to obtain data relative to these concerns, an additional study was initiated to compare the perceived effectiveness of school counselor interns, the counselors who had been interns, and the regularly certified school counselors. Two instruments were selected to be used in this study.

First, a Counselor Evaluation Form (CEF) was developed, and divided into two sections. Part I (adapted from the work of Kelz, 1961) measured perceived effectiveness of the counselor in performance areas, and Part II measured perceived knowledge that the counselor possessed (See Appendix B). The CEF was administered to teachers, principals, fellow counselors, and pupil personnel specialists with whom the counselors and interns had recently worked. (Most of the pupil personnel specialists group turned out to be fellow counselors.)

A second instrument was adapted from the Wisconsin Relationship Orientation Scale (WROS) (See Appendix C) and was basically a gross reaction to the perceived effectiveness of the counselor along a scale of five units. The WROS (Steph, 1963) was given to all students and teachers with whom the interns and counselors had a significant interaction.

Four groups were selected to be used within this study. Group A consisted of fifteen counselor interns presently completing the internship experience (Present Interns). One hundred percent participation was received. Group B consisted of twenty-eight regularly certified counselors who are serving as counselors in the schools where the fifteen present interns are placed (Control Counselors). Twenty-two or seventy-nine percent participated in the study. Group C consisted of nine presently practicing school counselors who completed the intern program during 1969-71 (Past Interns). Seven of the nine or seventy-eight percent participated

in the study. Group D consisted of eleven first year counselors and five second year counselors who had prior teaching experience and were graduates of the regular University of Wisconsin-Oshkosh school counselor program (UW-O Control Counselors). In group D, ten of sixteen or sixty-three percent participated in the study.

On Monday, Wednesday, and Friday during the week of February 21-25, 1972, all participants were asked to use the WROS in the manner described above. Control was delegated to the guidance secretary or other neutral person. Also during that week, the control person collected the CEF's in the manner described. Completed WROS's and CEF's were returned to the University of Wisconsin-Oshkosh Counselor Education Department, coded, and analyzed.

The following hypotheses were tested:

(1) There are no differences in the effectiveness of present interns and control counselors as perceived by student clients.

(2) There are no differences in the effectiveness of the performance of present interns and control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

(3) There are no differences in the knowledge of present interns and control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

(4) There are no differences in the effectiveness of present interns and UW-O control counselors as perceived by student clients.

(5) There are no differences in the effectiveness of the performance of present interns and UW-O control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

(6) There are no differences in the knowledge of present interns and

UW-O control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

(7) There are no differences in the rated effectiveness of past interns and control counselors as perceived by student clients.

(8) There are no differences in the effectiveness of the performance of past interns and control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

(9) There are no differences in the knowledge of past interns and control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

(10) There are no differences in the effectiveness of past interns and UW-O control counselors as perceived by student clients.

(11) There are no differences in the effectiveness of the performance of past interns and UW-O control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

(12) There are no differences in the knowledge of past interns and UW-O control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

Analysis of Data

Each subject in the study was given a score on the WROS by obtaining his mean rating on the WROS, and assigning this mean rating as the person's score. Means were then tabulated for each group, and student t tests were performed to determine the level of significance between the differences in the mean.

On the CEF, Part I which was a measure of perceived performance and Part II which was a measure of perceived knowledge were analyzed

separately, first by item and then by total for each part. Each subject was given a score for each item on the CEF and for Part I and Part II totals by assigning the mean response for all his respondents to each item and the Part totals as the subject's score. Means were then tabulated for each group and t tests (Downie and Heath, 1965) were performed to determine the level of significance between the differences in the means for independent samples.

The .05 level of significance was selected as the critical ratio for accepting or rejecting the null hypotheses.

CHAPTER FOUR

RESULTS

This chapter presents the results of the evaluation of the school counselor preparation program for persons without teacher preparation or experience. As indicated in the previous discussion on evaluation procedures, there was an attempt in this study to answer three questions:

1. Are counselors without teaching experience employable as interns and later as school counselors?

2. Are administrators satisfied with the performance of school counselor interns and school counselors without teaching experience?

3. Are the performances of school counselor interns, school counselors without teaching experience, and regularly certified school counselors perceived differentially by clients, colleagues, and school administrators?

In order to facilitate the presentation of the results, these questions will form the outline for the discussion.

I. Employability of school counselor interns and school counselors without teacher preparation.

A. Placement of school counselor interns.[2]

The first intern to be placed was really a pre-project intern placed during 1969-70.

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[2]This report is an evaluation of an EPDA Fellowship Program which funded and supported the development of the school counselor preparation program for persons without teacher preparation at the University of Wisconsin-Oshkosh. The concept of the project provided for designated fellows supported on fellowships and students who paid their own fees to be integrated in the internship placements so as to allow for a larger N in the study. Thus, the evaluation represents data on both groups and will so indicate.

*The first project interns were placed during 1970-71. Five fellow-*ship students and four other students were eligible for placement, and all nine were placed in satisfactory school counselor internships. One EPDA fellowship intern withdrew from the project during the internship phase (January, 1971); thus, eight completed satisfactory internships by June 15, 1971.

Ten EPDA students and five regular program students were eligible for placement as interns during the 1971-72 school year. All fifteen were placed in acceptable internship placements and completed the internship experience by June 15, 1972. Thus to date, fourteen EPDA students and ten regular program students, or a total of twenty-four persons completed satisfactory internship placements and all twenty-four have been certified as school counselors in Wisconsin. Table 1 indicates the breakdown of these students by year and program. (See Appendix A for specific listing of interns and schools.)

Table 1

INTERNSHIP PLACEMENTS FOR EPDA STUDENTS
AND REGULAR PROGRAM STUDENTS FROM 1969-72

Year	EPDA Students Placed	Regular Students Placed	EPDA Students Completed	Regular Students Completed	Totals Completed
1969-70	0	1	0	1	1
1970-71	5	4	4	4	8
1972-73	10	5	10	5	15
Totals	15	10	14	10	24

It is anticipated that approximately ten regular program students will be placed in internships each succeeding year, and for 1972-73 twelve interns were placed.

B. Employment of school counselor interns.

The employability of persons who were certified as school counselors in Wisconsin through the internship program is a crucial evaluation of the acceptance of the project. It should be remembered that these individuals do not have the traditional teaching experience required of most school counselors throughout the nation and particularly in Wisconsin. Of the four EPDA students and five regular program students who had completed the program by the fall of 1971, all nine or one hundred percent had full time positions as school counselors in Wisconsin. Of these, six (sixty-seven percent) were retained as school counselors by the school systems in which they completed their internships.

As Table 2 indicates for the fifteen 1971-72 interns, eight of the ten EPDA students have school counselor positions for 1972-73 and four of the five regular program students have positions. Four of the ten or forty percent of the EPDA students were retained by their internship schools (three others were offered positions), and two of the five or forty percent of the regular program students were retained by their internship schools. Two EPDA students have counseling positions in educational settings other than K-12.

Table 2

RELATIONSHIP BETWEEN INTERNSHIP SCHOOL AND
SCHOOL OF FIRST COUNSELING POSITION FOR INTERNS FOR 1969-72

Year	Program	Number	Retained at Internship School	Employed at another school	Employed in another setting	Unemployed
1969-70	Regular	1	1	0	0	0
	EPDA	0	0	0	0	0
1970-71	Regular	4	4	0	0	0
	EPDA	4	1	3	0	0
1971-72	Regular	5	2	2	0	1
	EPDA	10	4	4	2	0
Totals		24	12	9	2	1

In summary, of the twenty-four interns who have completed the program to date, twelve or fifty percent were retained as school counselors in the school systems where they had completed their internship experiences. In some instances this was in the same position in which they interned, and in other situations it was at a different school within the school system. Nine or thirty-eight percent have obtained school counselor positions in schools other than those in which they completed their internship experiences. Two of the twenty-four are employed outside of K-12, and one is unemployed. It should be noted that of the thirteen interns who were retained by their internship schools, twelve different school systems are represented.

Another way to look at the question of employability of school counselors and interns from this program is to consider the number of schools who continued with the internship program. From 1969-1972, nineteen school districts have been involved in the program. In 1969-70, there was one; in 1970-71, there were eight; and during 1971-72, there were ten new schools involved (for a total of nineteen) and two schools which had had interns during 1970-71. Six of the nineteen schools (thirty-two percent) have continued with the internship program for at least a second year. This information is confused by the fact that some schools continued in the internship program and hired their interns as school counselors, and others left the program for a year and then hired interns again for another year. Thus, fourteen of the nineteen schools (seventy-four percent) either continued in the internship program, hired their interns as school counselors, or both.

II. Rated satisfaction of school administrations with the performance of school counselor interns and school counselors without teaching

experience trained through the internship program.

This evaluation of the school counselor fellowship program to train persons without teaching experience implies two separate surveys: first, a survey of those administrators who had hired school counselor interns, and secondly, a survey of those school administrators who had hired as school counselors persons who had been certified through the internship program. This section of the results will deal with each of these surveys separately.

A. Survey of school administrators who had hired school counselor interns.

A simple questionnaire to ascertain the satisfaction of the key school district administrator with the performance of school counselor interns was developed and sent to all administrators who had had interns during 1970-71 and 1971-72. A copy of the questionnaire can be found in Appendix D. Depending upon the district and the contact of the various administrators with the hiring and performance of the interns, the questionnaire was sent either to the building principal or the school district administrator. Questionnaires for the eight interns during 1970-71, and the fifteen for 1971-72 were sent to the appropriate administrators in late April, 1972. (The one intern from 1969 was not included because of the two year lapse since the internship experience.) The total number in the sample was twenty-three, and one hundred percent of the administrators completed the questionnaire. Table 3 is a summary of the results of the questionnaire for administrators who had hired interns during 1970-72.

Table 3

SATISFACTION OF SCHOOL ADMINISTRATORS WITH PERFORMANCE OF INTERNS

	Questions	Categories	1970-71 (N-8)	1971-72 (N-15)
1.	How many interns or counselors were interviewed?	1	3	4
		2-5	5	8
		6-10		3
2.	Perception of effectiveness of intern?	very effective	4	5
		effective	2	9
		adequate	2	1
		not adequate		
3.	If a position existed, would you retain intern?	yes	6	11
		no	2	4

Sample comments:

I feel the internship program has become a very valuable program in preparing effective counselors for school systems.

_____has a "counseling personality"--warm, friendly, easy to talk with, outgoing, a good personal appearance, maturity.

He has been especially strong as a communicator with teachers and students and has a wide range of in-school concerns and interests.

_____was positive in his approach to all problems. He worked well with parents, staff and students.

The program is well-conceived and offers unusual opportunities for public school systems to up-grade counseling services and to improve counselor selection practices.

An analysis of the Table tends to indicate satisfaction with interns in general. Of the 1970-71 interns, six of eight or seventy-five percent were seen as effective while fourteen of fifteen of the present (1971-72) interns were rated effective or better. In total, seventeen of twenty-three would have been retained in permanent positions if they were to exist within the system.

B. Survey of school administrators who had hired as school counselors individuals who had been certified through the internship program.

For this survey, a questionnaire was developed (See Appendix E) and sent to the district administrators (or principals in two instances) who hired persons certified through the internship program as full time counselors. Nine students finished the program during 1969-70 and were hired as full time counselors by fall 1971, and all are presently employed as school counselors. Questionnaires were returned by eight of the nine administrators, and the results are tabulated in Table 4.

Table 4

SATISFACTION OF ADMINISTRATORS WITH SCHOOL COUNSELORS WHO COMPLETED UW-O INTERN PROGRAM

Questions	Categories	Response
1. How many applications did you receive?	1-5	6
	6-10	2
2. How many candidates did you interview?	1	5
	2-5	3
3. Strengths of selected candidates?	group work	2
	personality	5
	maturity	3
	experience	4
	not from education	1
4. Will you rehire the counselor?	yes	7
	no	1*

(*position deleted due to lack of federal funds)

Sample comments:

She has been an excellent counselor, works well with other professional employees, students and parents.

Does excellent work with individual student problems and parents and group sessions with students.

Unlimited dedication and personal interest in students.

Sample comments (cont.):

She always makes a thoughtful contribution to our counselor discussions. We are more than pleased.

Excellent young man--works well with staff and students.

She has developed excellent rapport between herself and the students. Works well with faculty.

The results of this questionnaire and the comments seem to indicate satisfaction with the performance of the school counselors who were certified through the internship program. It is of interest to note that seven of the eight will be rehired for 1972-73; one will not be rehired but only because the position is being cut for lack of federal funds, and this individual has successfully sought another position and will be a full time counselor in Wisconsin for 1972-73 at a different school district.

III. A comparison of the performance of school counselor interns, school counselors trained through the internship program, and regularly certified school counselors as perceived by students, teachers, administrators, and pupil personnel specialists.

This section will discuss the results of the analysis of data as pertains to the performance of school counselor interns, school counselors trained through the internship program, and regularly certified school counselors. Four groups were used as samples for this phase of the study. Those groups consisted of the present (1971-72) school counselor interns (Present Interns--15), regularly certified school counselors who were employed in the school with present interns (Control Counselors--22), presently employed school counselors who had completed the internship program from 1969-71 (Past Interns--7), and presently employed regularly certified school counselors who were graduates of the University of Wisconsin-Oshkosh counselor education program (UW-O Control Counselors--10).

Twelve hypotheses were tested to compare the perceived performances of these groups, and the results are presented hypothesis by hypothesis. (See pages 28 and 29 for complete listing of the hypotheses.)

PRESENT INTERN COMPARISONS

A. Hypothesis One: There are no differences in the rated effectiveness of present interns and control counselors as perceived by the student clients.

Differences in performance of present interns and control counselor as perceived by student clients were measured by the Wisconsin Relationship Orientation Scale (WROS). Table 5 presents the means for the two groups and the resultant t which tested for significance of difference between the two groups.

Table 5

EFFECTIVENESS OF PRESENT INTERNS AND CONTROL COUNSELORS AS PERCEIVED BY STUDENT CLIENTS

Group	N	Mean	t
School Counselor Interns	15	4.12	-0.302
Control Counselors	22	4.16	

(DF = 35)

The mean response of student clients to the effectiveness of school counselor interns was 4.12 on a 5.00 scale, and the mean response of student clients to the effectiveness of control counselors as measured by the WROS was 4.16. The data tends to support the hypothesis that there are no differences in the effectiveness of intern and control counselors as perceived by student clients.

B. Hypothesis Two: There are no differences in the effectiveness of the performance of present interns and control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

The effectiveness of the performance of interns and control counselors was measured by Part I of the Counselor Evaluation Form (CEF). Part I of the CEF was analyzed for mean differences between the groups on each of the twelve items, and for the total mean difference between the groups. A summary of the items, groups means, and resultant t tests are presented in Table 6.

Table 6

EFFECTIVENESS OF THE PERFORMANCE OF PRESENT INTERNS AND CONTROL COUNSELORS AS PERCEIVED BY TEACHERS, ADMINISTRATORS, AND OTHER PUPIL PERSONNEL SPECIALISTS

Item	Intern Mean (15)	Control Mean (22)	t
1. Displays confidence in self	4.26	4.39	-0.841
2. Dresses appropriately	4.28	4.47	-1.244
3. Expresses himself clearly and concisely	4.14	4.48	-2.236*
4. Exhibits sincere interest in people	4.66	4.69	-0.244
5. Exhibits a warm and friendly manner	4.53	4.57	-0.262
6. Makes me feel at ease	4.38	4.26	0.482
7. Encourages me to talk freely about my concerns	4.22	4.38	-0.746
8. Responds straightforwardly	4.49	4.34	0.813
9. Demonstrates a practical knowledge related to handling whatever concerns are at hand	4.04	4.28	-1.177

Item	Intern Mean (15)	Control Mean (22)	t
10. Makes comments consistent with whatever concerns are at hand	4.33	4.25	0.518
11. Interprets information clearly	4.17	4.41	-1.542
12. In general, I would rank this counselor among all others I have known as	4.36	4.48	-0.716
Total Part I of CEF	4.32	4.44	-0.798

(*significant at the .05 level)
(DF = 35)

With a degree of freedom of 35, the .05 critical ratio for the student's distribution is 2.0320. Table 6 indicates that only one of the twelve performance items was significant at the .05 level. The mean for control counselors in Item 3 "expresses himself clearly and concisely" was 4.48 and for intern counselors 4.14. This difference was significant beyond the .05 level. It appears that experienced, regularly certified counselors were able to express themselves more clearly and concisely than were intern counselors. No other mean differences between present interns and control counselors was significant. It is interesting to note that in Item 12 "in general, I would rank this counselor among all others I have known as" there was no significant difference between intern counselors and control counselors.

In the total of Part I which is a composite of all of the item scores for each individual and can be considered to be a general perception of the performance of the two groups of counselors, the control counselors had a mean of 4.44 and present interns had a mean of 4.32. The resultant t was

-0.798 which did not exceed the critical ratio, so it appears that the data tends to support the second hypothesis that there are no differences in the effectiveness of the performance of present interns and control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

C. Hypothesis Three: There are no differences in the knowledge of present interns and control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

The knowledge of interns and control counselors regarding school and guidance activities as perceived by teachers, administrators, and other pupil personnel specialists was measured by Part II of the Counselor Evaluation Form (CEF). The CEF was analyzed for mean differences between the groups on each of the thirteen items, and then for a total mean difference between the groups. A summary of the items, group means, and resultant t tests are presented in Table 7.

Table 7

THE KNOWLEDGE OF PRESENT INTERNS AND CONTROL COUNSELORS AS PERCEIVED BY TEACHERS, ADMINISTRATORS, AND OTHER PUPIL PERSONNEL SPECIALISTS

Item	Intern Mean (15)	Control Mean (22)	t
13. Test availability	3.79	4.33	-2.654*
14. Test interpretation	3.93	4.27	-1.824
15. Occupational information	3.85	4.23	-1.836
16. Educational information	3.98	4.32	-1.820
17. Developmental patterns of children	4.15	4.33	-0.982
18. General school policies	3.68	4.41	-3.396*

Item	Intern Mean (15)	Control Mean (22)	t
19. Curricular activities	3.78	4.31	-2.310*
20. Extracurricular activities	3.81	4.22	-1.634
21. The school's decision-making system	3.73	4.29	-2.491*
22. Teacher functions and responsibilities	3.93	4.38	-2.277*
23. Administrative functions and responsibilities	3.86	4.31	-2.615*
24. Educational innovations	3.97	4.06	-0.366
25. Community resources	3.72	4.28	-2.491*
Total Part II of CEF	3.87	4.28	-2.331*

(*significant at the .05 level)
(DF = 35)

The analysis of the means for each group indicated significant differences between intern counselors and control counselors in seven of the thirteen items which measured perception of knowledge regarding guidance and school activities. In the areas of test availability, general school policies, curricular activities, the school's decision-making system, teacher functions and responsibilities, administrative functions and responsibilities, and community resources, control counselors were perceived to have more knowledge than were intern counselors. In addition, in the total for Part II of the CEF which is a general measure of knowledge, control counselors were seen to be more knowledgeable than were intern counselors. It is interesting to note that all of the means were in a direction that favored the control counselors over the present interns. The data tends not to support the null hypothesis, and there does appear

to be differences in the knowledge of present interns and control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

Perhaps the most consistent argument in support of the teaching experience requirement for counselor certification is that teachers will not relate or work well with counselors who have not been in the classroom and experienced the problems with which the teacher must cope in that type of group setting. Since this analysis seems to indicate that present interns are perceived to be less knowledgeable regarding school policies and procedures than are regularly certified counselors, it was decided to separate the teachers from the administrators and other pupil personnel specialists, and compare the differences in knowledge of interns and control counselors as perceived by teachers who worked with both groups. The results of this analysis for Part II of the CEF appear in Table 8.

Table 8

KNOWLEDGE OF PRESENT INTERNS AND CONTROL COUNSELORS AS PERCEIVED BY TEACHERS

Item	Intern Mean (14)*	Control Mean (16)*	t
13. Test availability	4.04	4.52	-1.735
14. Test interpretation	4.15	4.46	-1.195
15. Occupational information	4.12	4.47	-1.342
16. Educational information	4.36	4.33	0.111
17. Developmental patterns of children	4.48	4.39	0.410
18. General school policies	3.98	4.42	-1.667
19. Curricular activities	4.11	4.48	-1.458
20. Extracurricular activities	4.23	4.37	-0.518

Item	Intern Mean (14)*	Control Mean (16)*	t
21. The school's decision-making system	4.02	4.17	-0.467
22. Teacher functions and responsibilities	4.21	4.40	-0.671
23. Administrative functions and responsibilities	4.33	4.39	-1.074
24. Educational innovations	4.35	4.29	0.230
25. Community resources	4.00	4.42	-1.616
Total Part II of CEF	4.22	4.40	-0.811

(*Fourteen of the fifteen interns and sixteen of the twenty-two control counselors had CEF's completed by teachers.)
(DF = 28)

As Table 8 indicates, the mean differences between present interns and control counselors on all thirteen items of Part II of the CEF are not significant. The total Part II mean for present interns was 4.22 and for control counselors 4.40; the difference is not significant at the .05 level. It appears that the data would support a hypothesis of no differences between the effectiveness of knowledge of present interns and control counselors as perceived by teachers.

Table 8 also indicates an interesting phenomenon. Fourteen of the fifteen interns (ninety-three percent) obtained teacher evaluations on the CEF while only sixteen of twenty-two control counselors (seventy-three percent) obtained teacher evaluations.

D. Hypothesis Four: There are no differences in the effectiveness of present interns and regular graduates of the University of Wisconsin-Oshkosh as perceived by student clients.

Student clients' perceptions of the effectiveness of present interns and UW-O control counselors were measured by the Wisconsin Relationship

Orientation Scale (WROS). Table 9 presents the means on the WROS for each group and the resultant t test for differences between the means.

Table 9

EFFECTIVENESS OF PRESENT INTERNS AND
UW-O CONTROL COUNSELORS AS PERCEIVED BY STUDENT CLIENTS

Group	N	Mean	t
Present Interns	15	4.12	0.272
UW-O Control Counselors	10	4.08	

(DF = 23)

The mean response on the WROS for present interns was 4.12 and for UW-O control counselors 4.08. The resultant t was 0.272 which failed to reach the critical ratio of 2.069 for 23 degrees of freedom. The data tends to support the hypothesis that there are no differences in the effectiveness of present interns and regular graduates of the University of Wisconsin-Oshkosh as perceived by student clients.

E. Hypothesis Five: There are no differences in the effectiveness of the performance of present interns and UW-O control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

The effectiveness of the performance of present interns and UW-O control counselors as perceived by teachers, administrators, and other pupil personnel specialists was measured by Part I of the CEF. Part I of the CEF was analyzed for mean differences between the groups on each of the twelve items and then for a total mean difference between the groups. A summary of the items, group means, and resultant t tests are presented in Table 10.

Table 10

EFFECTIVENESS OF THE PERFORMANCE OF PRESENT INTERNS AND UW-O CONTROL COUNSELORS AS PERCEIVED BY TEACHERS, ADMINISTRATORS, AND OTHER PUPIL PERSONNEL SPECIALISTS

Item	Intern Mean (15)	UW-O Control Mean (10)	t
1. Displays confidence in self	4.26	4.15	0.618
2. Dresses appropriately	4.28	4.31	-0.131
3. Expresses himself clearly and concisely	4.14	4.33	-0.941
4. Exhibits sincere interest in people	4.66	4.81	-0.952
5. Exhibits a warm and friendly manner	4.53	4.78	-1.566
6. Makes me feel at ease	4.38	4.53	-0.894
7. Encourages me to talk freely about my concerns	4.22	4.41	-0.801
8. Responds straightforwardly	4.49	4.41	-0.432
9. Demonstrates a practical knowledge related to handling whatever concerns are at hand	4.04	4.22	-0.752
10. Makes comments consistent with whatever concerns are at hand	4.33	4.42	-0.540
11. Interprets information clearly	4.17	4.34	-0.947
12. In general, I would rank this counselor among all others I have known as	4.36	4.49	-0.692
Total Part I of CEF	4.32	4.43	-0.687

(DF = 23)

An analysis of the means for present intern counselors and UW-O control counselors tends to indicate that whatever differences exist between these

groups can be attributed to chance. The total mean on Part I of the CEF for present interns is 4.32 and for UW-O control counselors is 4.43 which is not significant at the .05 level. The data, therefore, tends to support the hypothesis that there are no differences between the effectiveness of the performance of present intern counselors and UW-O control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

F. Hypothesis Six: There are no differences between the knowledge of present intern counselors and UW-O control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

The knowledge of present intern counselors and UW-O control counselors as perceived by teachers, administrators and other pupil personnel specialists was measured by Part II of the CEF. Part II of the CEF was analyzed for mean differences between the groups on each of the thirteen items, and then for a total mean difference between the groups. A summary of the items, group means, and resultant t tests are presented in Table 11.

Table 11

KNOWLEDGE OF PRESENT INTERN COUNSELORS AND UW-O CONTROL COUNSELORS AS PERCEIVED BY TEACHERS, ADMINISTRATORS, AND OTHER PUPIL PERSONNEL SPECIALISTS

Item	Intern Mean (15)	Control Mean (10)	t
13. Test availability	3.79	3.81	-0.080
14. Test interpretation	3.93	3.86	0.349
15. Occupational information	3.85	4.15	-1.168
16. Educational information	3.98	4.29	-1.433
17. Developmental patterns of children	4.15	4.37	-1.195

Item	Intern Mean (15)	Control Mean (10)	t
18. General school policies	3.68	4.27	-2.172*
19. Curricular activities	3.78	4.25	-1.741
20. Extracurricular activities	3.81	4.20	-1.293
21. The school's decision-making system	3.73	4.06	-1.264
22. Teacher functions and responsibilities	3.93	4.45	-2.318*
23. Administrative functions and responsibilities	3.86	4.27	-1.820
24. Educational innovations	3.97	4.21	-0.865
25. Community resources	3.72	3.91	-0.603
Total Part II of CEF	3.86	4.17	-1.474

(*significant at .05 level)
(DF = 23)

The results tend to indicate that on general school policies and teacher functions and responsibilities, UW-O control counselors (who were certified as school counselors by having had previous teaching experience) were perceived by teachers, administrators, and other pupil personnel specialists to have more knowledge than were present intern counselors. On the other eleven of the thirteen items, there were no significant differences between the groups on effectiveness of knowledge. The total for Part II on the CEF indicated a mean response for present interns of 3.86 and for control counselors of 4.17. This difference was not significant at the .05 level. Therefore, it appears that the data tends to support the generalized hypothesis that there are no differences between

the knowledge of present interns and UW-O control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

PAST INTERN COMPARISONS

The effectiveness of school counselors who had been certified through the internship program at the University of Wisconsin-Oshkosh (Past Interns) was compared to both the control counselors (Group B) and the UW-O control counselors (Group D). This section presents the results of the comparisons between past interns, control counselors, and UW-O control counselors.

G. Hypothesis Seven: There are no differences in the effectiveness of past interns and control counselors as perceived by student clients.

The effectiveness of past interns (now performing as school counselors) and control counselors as perceived by the student clientele they serve was measured by the WROS. Table 12 presents the groups, means, and resultant t tests.

Table 12

EFFECTIVENESS OF PAST INTERNS AND CONTROL COUNSELORS AS PERCEIVED BY STUDENT CLIENTS

Group	N	Mean	t
Past Interns	7	3.97	-1.231
Control Counselors	22	4.16	

(DF = 27)

The mean for the past interns on the WROS was 3.97 and for control counselors was 4.16. The resultant t was -1.231 which falls between the critical ratio, and suggests that the differences between the means may be due to chance. Therefore, the hypothesis is accepted that there are

no differences between past interns and control counselors in effectiveness as perceived by student clients.

H. Hypothesis Eight: There are no differences in the effectiveness of the performance of past interns and control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

The effectiveness of the performance of past interns and control counselors as perceived by teachers, administrators, and other pupil personnel specialists was measured by Part I of the CEF. Part I of the CEF was analyzed for mean differences between the groups in each of the twelve items, and then for a total mean difference between the groups. A summary of the items, group means, and resultant t tests are presented in Table 13.

Table 13

EFFECTIVENESS OF THE PERFORMANCE OF PAST INTERNS AND CONTROL COUNSELORS AS PERCEIVED BY TEACHERS, ADMINISTRATORS, AND OTHER PUPIL PERSONNEL SPECIALISTS

Item	Past Intern Mean (7)	Control Mean (22)	t
1. Displays confidence in self	4.05	4.39	-1.62092
2. Dresses appropriately	4.14	4.47	-1.89334
3. Expresses himself clearly and concisely	4.20	4.48	-1.47382
4. Exhibits sincere interest in people	4.69	4.69	0.00000
5. Exhibits a warm and friendly manner	4.53	4.57	-0.20661
6. Makes me feel at ease	4.36	4.26	0.24174
7. Encourages me to talk freely about my concerns	4.35	4.38	-0.12496

Item	Past Intern Mean (7)	Control Mean (22)	t
8. Responds straightforwardly	4.28	4.34	-0.24592
9. Demonstrates a practical knowledge related to handling whatever concerns are at hand	4.13	4.28	-0.63748
10. Makes comments consistent with whatever concerns are at hand	4.28	4.25	0.15133
11. Interprets information clearly	4.16	4.41	-1.29703
12. In general, I would rank this counselor among all others I have known as	4.48	4.48	0.00000
Total Part I of CEF	4.30	4.43	-0.78835

(DF = 27)

As Table 13 indicates, the differences between the means on all twelve items in Part I of the CEF are so slight that they can be attributed to chance. The total mean response on Part I for past interns was 4.30 and for control counselors was 4.43 with a resulting t ratio of 0.788 which was not significant at the .05 level. The data tends to support the hypothesis that there are no differences between the effectiveness of the performance of past interns and control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

I. Hypothesis Nine: There are no differences in the knowledge of past interns and control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

The knowledge of past interns and control counselors as perceived by fellow staff members was measured by Part II of the CEF. Part II of the

CEF was analyzed for mean differences between the groups on each of the thirteen items, and then for a total mean difference between the groups. A summary of the items, group means, and resultant t tests are presented in Table 14.

Table 14

THE KNOWLEDGE OF PAST INTERNS AND CONTROL COUNSELORS AS PERCEIVED BY TEACHERS, ADMINISTRATORS, AND OTHER PUPIL PERSONNEL SPECIALISTS

Item	Past Intern Mean (7)	Control Mean (22)	t
13. Test availability	3.56	4.33	-3.36192*
14. Test interpretation	3.77	4.27	-2.05204*
15. Occupational information	4.04	4.23	-0.79711
16. Educational information	4.04	4.32	-1.28195
17. Developmental patterns of children	4.25	4.33	-0.32733
18. General school policies	3.80	4.41	-2.73854*
19. Curricular activities	3.87	4.31	-1.89696
20. Extracurricular activities	3.87	4.22	-1.62476
21. The school's decision-making system	3.80	4.29	-1.97630
22. Teacher functions and responsibilities	4.01	4.38	-1.57518
23. Administrative functions and responsibilities	4.07	4.31	-1.18344
24. Educational innovations	4.25	4.06	0.75186
25. Community resources	3.96	4.28	-1.47684
Total Part II of CEF	3.94	4.28	-1.78171

(*significant at .05 level)
(DF = 27)

As Table 14 indicates, there were three significant mean differences between the groups on the thirteen items. In the knowledge areas of test availability, test interpretation, and general school policies, control counselors were perceived by their fellow staff members to be higher than past interns. Test availability and general school policies were the same two areas in which control counselors were perceived to have more knowledge than current school counselor interns (See Table 7). The different area was perceived knowledge in test interpretation. In the other ten areas on the knowledge part of the CEF, there appeared to be no significant differences between past interns and control counselors. On the total response score for Part II, past interns had a mean response of 3.94 and control counselors had a mean of 4.28. The resulting t of -1.782 failed to reach significance at the .05 level. Therefore, it appears that, in general, the data tends to support the hypothesis that there are no differences between the knowledge of past interns and control counselors as perceived by fellow staff members.

Since past interns also completed the internship program and are similar in background and training to present interns, with the exception of one year of full time school counseling experience during the 1971-72 school year, it is important to look further at the relative comparison of present interns with control counselors and past interns with control counselors. The question raised is: Does the year of experience as full time school counselors provide experiences which are related to their understanding and knowledge of school policies, procedures, and guidance activities? One way to shed some light on this question is to look at the relative differences between the groups. Control counselors were rated higher than present interns in seven out of thirteen knowledge categories

by their fellow staff members. However, past interns, who had another year of counseling experience, were surpassed by the control counselors in perception of knowledge in only three of the thirteen categories. It appears, then, that with added counseling experience the differences between teaching counselors and intern counselors in perceived knowledge tend to diminish. To further test this assumption, a comparison between present interns and control counselors needs to be completed during 1973 at the completion of the present interns' first year of full time certified counseling experience. Such an evaluation is presently planned.

The remaining three hypotheses consider the comparison of past interns and UW-O control counselors.

J. Hypothesis Ten: There are no differences in the effectiveness of past interns and UW-O control counselors as perceived by student clients.

The effectiveness of past interns and UW-O control counselors as perceived by their student clients was measured by the WROS. Table 15 presents the mean WROS response for each group and the resultant t.

Table 15

EFFECTIVENESS OF PAST INTERNS AND UW-O CONTROL COUNSELORS AS PERCEIVED BY STUDENT CLIENTS

Groups	N	Mean	t
Past Interns	7	3.97	-0.573
UW-O Control Counselors	10	4.08	

(DF = 15)

The mean for past interns on the WROS was 3.97 and the mean for UW-O control counselors was 4.08. The difference appears to be attributable to

chance, and therefore the hypothesis is accepted that there is no difference between the effectiveness of past interns and UW-O control counselors as perceived by student clients.

K. Hypothesis Eleven: There are no differences in the effectiveness of the performance of past interns and UW-O control counselors as perceived by fellow staff members.

The effectiveness of the performance of past interns and UW-O control counselors as perceived by fellow staff members was measured by Part I of the CEP. Part I was analyzed for mean differences between the groups on each of the twelve items, and then for a total mean difference between the groups. Table 16 is a summary of the items, group means, and resultant t tests.

Table 16

EFFECTIVENESS OF THE PERFORMANCE OF PAST INTERNS AND UW-O CONTROL COUNSELORS AS PERCEIVED BY TEACHERS, ADMINISTRATORS, AND OTHER PUPIL PERSONNEL SPECIALISTS

Item	Past Intern Mean (7)	UW-O Control Mean (10)	t
1. Displays confidence in self	4.05	4.15	-0.404
2. Dresses appropriately	4.14	4.31	-0.636
3. Expresses himself clearly and concisely	4.20	4.33	-0.493
4. Exhibits sincere interest in people	4.69	4.81	-1.020
5. Exhibits a warm and friendly manner	4.53	4.76	-1.441
6. Makes me feel at ease	4.36	4.53	-0.768
7. Encourages me to talk freely about my concerns	4.35	4.41	-0.277
8. Responds straightforwardly	4.28	4.41	-0.522

Item	Past Intern Mean (7)	UW-O Control Mean (10)	t
9. Demonstrates a practical knowledge related to handling whatever concerns are at hand	4.13	4.22	-0.395
10. Makes comments consistent with whatever concerns are at hand	4.28	4.42	-0.692
11. Interprets information clearly	4.16	4.34	-0.763
12. In general, I would rank this counselor among all others I have known as	4.48	4.49	-0.023
Total Part I of CEF	4.30	4.43	-0.737

(DF = 15)

An analysis of Table 16 indicates that even though all the means tend to be slightly higher for the UW-O control counselors, none of the differences are sufficient to be considered significant. On the total for Part I, past interns had a mean response of 4.30 and UW-O control counselors had a mean response of 4.43. The t test of difference between the groups indicated that this difference was not significant. The data then tends to support the acceptance of the hypothesis that there are no differences in the effectiveness of performance of past interns and UW-O control counselors as perceived by fellow staff members.

L. Hypothesis Twelve: There are no differences in the knowledge of past interns and UW-O control counselors as perceived by fellow staff members.

The knowledge of past interns and UW-O control counselors as perceived by fellow staff members was measured by Part II of the CEF. Part II of the CEF was analyzed for mean differences between the groups on each item, and

then for the total mean difference between the groups. Table 17 is a summary of the items, group means, and resultant t tests.

Table 17

THE KNOWLEDGE OF PAST INTERNS AND UW-O CONTROL COUNSELORS AS PERCEIVED BY TEACHERS, ADMINISTRATORS, AND OTHER PUPIL PERSONNEL SPECIALISTS

Item	Past Intern Mean (7)	UW-O Control Mean (10)	t
13. Test availability	3.56	3.81	-0.970
14. Test interpretation	3.77	3.86	-0.304
15. Occupational information	4.04	4.15	-0.402
16. Educational information	4.04	4.27	-1.129
17. Developmental patterns of children	4.25	4.37	-0.505
18. General school policies	3.80	4.27	-2.044
19. Curricular activities	3.87	4.25	-1.623
20. Extracurricular activities	3.86	4.19	-1.175
21. The school's decision-making system	3.80	4.06	-1.013
22. Teacher functions and responsibilities	4.01	4.45	-1.800
23. Administrative functions and responsibilities	4.07	4.27	-0.753
24. Educational innovations	4.25	4.21	0.176
25. Community resources	3.96	3.91	0.150
Total Part II of CEF	3.94	4.17	-1.168

(DF = 15)

An analysis of Table 17 indicates that for the thirteen items there appears to be no significant differences between the groups. Item 18 on general school policies reaches a t of 2.044, but with a degree of freedom of 15, the critical t ratio at the .05 level is 2.131. Past interns had a total Part II mean response of 3.94, and UW-O control counselors had a total Part II mean response of 4.17. This difference was not significant at the .05 ratio. The data tends to support the acceptance of the null hypothesis that there are no differences in the effectiveness of knowledge of past interns and UW-O control counselors as perceived by fellow staff members.

SUMMARY

Generally, the data tended to indicate that there were no differences between present interns and control counselors in performance as perceived by student clients, teachers, administrators, and other pupil personnel specialists. Control counselors were seen to be somewhat more knowledgeable than present interns regarding school procedures by teachers, administrators, and other pupil personnel specialists. When teachers were separated from the above group, there appeared to be no differences in their perceptions of the knowledge of control counselors and present interns. Also, there were no differences in performance between present interns and UW-O control counselors as perceived by student clients, teachers, administrators, and other pupil personnel specialists. There were no differences between present interns and UW-O control counselors in knowledge as perceived by teachers, administrators, and other pupil personnel specialists.

The performance of past interns, those who had completed the internship program, was perceived to be as effective as that of control counselors and UW-O control counselors by student clients, teachers, administrators,

and other pupil personnel specialists. Also, there were no differences in the knowledge of past interns and control counselors and UW-O control counselors as perceived by teachers, administrators, and other pupil personnel specialists.

CHAPTER FIVE

SUMMARY AND DISCUSSION

This study was an attempt to evaluate the results of a special, counselor education program to certify as school counselors in Wisconsin individuals who do not possess teacher preparation, certification, or experience. In particular, the purpose of the study was to describe the program, and then test the effectiveness of persons without teaching experience and persons with teaching experience.

Two types of evaluation procedures were utilized to evaluate the effectiveness of the project. First, schools who had had interns and who had employed counselors who had been interns were surveyed for their perceptions of the effectiveness of the persons involved. The findings of the surveys and employability of the interns and school counselors tended to indicate that interns were able to be placed in suitable, paid, internship experiences, and that top school administrators in these schools were pleased with the performance of these counselors and generally rated them to be effective.

Secondly, a comparative investigation of the effectiveness of interns and regular counselors was conducted. Four groups, consisting of present interns, past interns, control counselors employed in the intern schools, and UW-O control counselors who were graduates of the regular counselor education program at the University of Wisconsin-Oshkosh, were selected. A measure of effectiveness of performance as perceived by student clients was obtained by using a modification of the Wisconsin Relationship Orientation Scale. A revised Counselor Evaluation Form measured perceptions

of effectiveness of performance and knowledge by teachers, administrators, and fellow staff members. Mean differences for the four groups were determined for the WROS and for the CEF, and tested for significant difference by the student's t test.

The findings of the comparative study of the effectiveness of present and past interns with control counselors and UW-O control counselors tended to support the following conclusions:

(1) There are no differences between the performance of present interns and control counselors as perceived by student clients.

(2) There are no differences between the effectiveness of the performance of present interns and control counselors as perceived by fellow staff members.

(3) Control counselors are perceived to be more knowledgeable than are present interns by fellow staff members.

There are no differences in the knowledge of present interns and control counselors as perceived by teachers.

(4) There are no differences between the effectiveness of the performance of past interns and control counselors as perceived by student clients.

(5) There are no differences between the effectiveness of the performance of past interns and control counselors as perceived by fellow staff members.

(6) There are no differences between the knowledge of past interns and control counselors as perceived by fellow staff members.

(7) There are no differences between the effectiveness of the performance of present interns and UW-O control counselors as perceived by student clients.

(8) There are no differences between the effectiveness of the performance of present interns and UW-O control counselors as perceived by fellow staff members.

(9) There are no differences between the knowledge of present interns and UW-O control counselors as perceived by fellow staff members.

(10) There are no differences between the effectiveness of the performance of past interns and UW-O control counselors as perceived by student clients.

(11) There are no differences between the effectiveness of the performance of past interns and UW-O control counselors as perceived by fellow staff members.

(12) There are no differences between the knowledge of past interns and UW-O control counselors as perceived by fellow staff members.

The results and conclusions can be summarized in two statements. There appears to be no differences in the effectiveness of the performance of persons trained throughout the internship program (without teaching experience) and those persons trained through regular counselor education programs (with teaching experience) as perceived by student clients, teachers, administrators, and other pupil personnel workers. Secondly, with the exception of the comparison of present interns and control counselors, there appears to be no differences in knowledge between those persons trained through regular counselor education programs (with teaching experience) as compared to those persons trained through the internship program.

DISCUSSION

The purpose of this project was to test the efficacy of the need for teaching experience in order to be an effective counselor. Specifically,

the project sought to recruit, train, and certify as school counselors persons without teaching certification or experience, and compare their effectiveness as school counselors with persons who had had teaching experience. While the data is tentative because the largest group of persons trained through the internship program (15) has yet to perform independently as school counselors, the results of the project and study tend to shed more light on the ability of persons without teaching experience to perform as school counselors.

When comparing the effectiveness of present interns with control counselors who had had teaching experience, the results of this study suggest that student clients, teachers, administrators, and other pupil personnel workers view the intern counselor to be as effective in his performance as a counselor as they do control counselors. Also, the effectiveness of performance of present interns was compared with a second group of control counselors who had had teaching experience, and had completed the counselor education program at the University of Wisconsin-Oshkosh. Again, student clients, teachers, administrators, and other pupil personnel workers saw present interns to be as effective in their performance as UW-O control counselors who had been teachers. While it is not surprising that student clients would perceive the interns, who have not taught, to be as effective as control counselors, it is somewhat interesting that teachers, administrators, and other pupil personnel workers also saw no differences between the performance of the two groups.

This phenomenon is further strengthened when persons who had completed the internship program and were presently employed as certified school counselors in Wisconsin (past interns) were compared to control counselors and UW-O control counselors on their perceived effectiveness of performance

by student clients, teachers, administrators, and other pupil personnel workers. The results indicated that these past interns were seen to be as effective as school counselors who had had teaching experience

The data seems to indicate, for the school counselors used in this study, the presence or lack of teaching experience is not a variable in the perceived effectiveness of the performance of school counselors by student clients, teachers, administrators, and other pupil personnel workers.

In the areas of guidance and school activities, teachers, administrators, and other pupil personnel workers perceived control counselors to be more knowledgeable than present interns. Specifically, the areas in which control counselors were perceived to be more effective were those of school policy and procedures. It is interesting to note that, although perceived to be as effective in their performance as counselors, present interns were not seen to be as knowledgeable. This would tend to suggest that performance as a school counselor, and knowledge of school policies and procedures may not be related.

Teachers are a critical group with whom the school counselor must relate. It is often contended that teachers will not relate and work with school counselors who have not had teaching experience. In order to more completely understand the teachers' perceptions of the knowledge of present interns and control counselors, the teacher group was isolated from the fellow staff members' group, and the differences between present interns and control counselors in knowledge as perceived by teachers were compared. These results indicated that teachers did not perceive the present interns to have less knowledge than control counselors. It appears, then, that the teachers perceived the interns to be as knowledgeable as the control counselors.

It is interesting to conjecture why teachers would not perceive differences in knowledge between the groups while their perceptions combined with those of administrators and other pupil personnel workers (most of whom were fellow counselors) resulted in significant difference between the groups. That fellow counselors and administrators were probably more aware of the status of the interns than teachers may have influenced their rating of the interns and control counselors. Also, fellow counselors and administrators worked more closely with present interns than did teachers, and they might have been in better positions to observe the present interns' knowledge of the guidance activities and school setting; for instance, when the interns attempt to interpret school policy, work with teachers and parents, and assist students with the curricular decision within the school. One such incident is known to have occurred. An intern was not aware of the class requirements for each grade, and scheduled twenty to thirty tenth grade students incorrectly. The other counselors, the principal, and assistant principal were very aware of this problem, as they had to assist the intern in correcting the scheduling errors. In contrast, few teachers necessarily would have been aware of the incident, unless they had students who were involved.

Regardless of the reason for the differences in perceptions, that teachers did not perceive control counselors to have more knowledge of guidance activities and school policy than did interns tends to give added support to the concept that teaching experience is not an important variable in counselor effectiveness.

Further understanding of the perceptions of the knowledge of interns was gained when present interns were compared to a second group of control counselors who had had teaching experience. This group (UW-O control

counselors) completed the counselor education program at the University of Wisconsin-Oshkosh and were in their first and second year of school counseling. An analysis of the differences in the perception of the knowledge of present interns and UW-O control counselors indicated that there were no differences between the groups. Apparently, those fellow staff members who worked with the interns and those fellow staff members who worked with the UW-O control counselors saw no differences between the effectiveness of counselors with teaching experience and those without teaching experience. Since the control counselors had a mean counseling experience of 5.8 years (interns .5 and UW-O control counselors 3 years), it may well be that the differences in perception of the knowledge of control counselors over present interns is due to years of counseling experience rather than whether or not they had teaching experience.

This counselor-experience variable can be seen more clearly as a possible explanation for the results, when persons presently counseling who completed the internship program are compared to control counselors. Past interns were nearing the completion of their first year of full time certified counseling experience at the time of this study and had, of course, completed a year's counseling internship. Thus, one might suggest that they had had almost two years of school counseling experience without previous teaching experience. When these past interns were compared to control counselors in knowledge as perceived by fellow staff members, there were significant differences on only three items (test availability, test interpretation, and general school policies), and the total score was not significant so the data tended to support the hypothesis that there were no differences between the past interns and control counselors. There appears, then, when compared to control counselors, to be a noticeable

change in the perceived knowledge of interns when they are working as full time certified counselors than when they are interning. This difference could be due to the two different groups of interns involved, but more likely the added year of experience as a school counselor tended to lessen the differences in the perceived knowledge of the two groups. If this explanation were to be accurate, a follow-up of the present interns, and a comparison of their perceived knowledge after another year of counseling experience with that of control counselors would tend to indicate less of a difference between the two groups.

Another set of factors which may have affected the data must be considered. Present interns and control counselors were working at the same schools while past interns and UW-O control counselors were not. In other words, only the past intern or a designated UW-O control counselor at a given school was named to be utilized in the study and evaluated by fellow workers in the past intern and UW-O control counselor groups, but both the present intern and other counselors at the same school named to the control counselor group were utilized in the study and evaluated by fellow workers. Therefore, it is possible that some teachers rated both the present intern group and the control counselor group at a school. It is certain that administrators and fellow counselors rated both groups at a given school. It is possible, then, that this familiarity and comparison of individuals on the same counseling staff (present interns and control counselors) within a school created a comparative factor of experienced counselor versus intern or "junior counselor" which may have affected the results of the study.

However, the evidence that is available regarding the differences in the perceived effectiveness of present interns and past interns as compared

to control counselors and UW-O control counselors tends to be consistent and pervasive enough to draw a tentative conclusion for the individuals in this study: there are no differences in the perceived effectiveness of the performance as school counselors between those persons who have had prior teaching experience and those persons without teaching experience. So, as indicated by the groups studied within this project and when judged by student clients, teachers, administrators, and other pupil personnel specialists, there appears to be little justification for indicating that teaching experience is a variable in the effectiveness of a school counselor's performance. Indeed, school counselors without teaching experience but trained through the described program are employable as school counselors, viewed to be effective by school superintendents, and even desired as school counselors in Wisconsin.

CONCLUSIONS

It appears, then, at least from the results of this study, that the viability of the teaching experience requirement as a prerequisite for school counselor certification in Wisconsin (or in any state) is questionable. There exists little if any evidence in this study and in any other published study that justifies the continuation of the teaching experience requirement. Stated somewhat more emphatically, teaching experience does not appear to be related to effective performance in school counseling, and there is some initial evidence (Kehas and Morris, 1970, 1971) to even suggest that teaching experience might be a hindrance in role transformation from teacher to school counselor.

It is recommended that the alternate route to school counselor certification in Wisconsin through the internship program without teaching experience be maintained as a permanent section of the administrative code

governing counselor certification, and that other states investigate the question of the teaching experience requirement for school counselor certification within their own administrative structure.

It is important to communicate to readers at this point that I have not recommended that persons with teaching experience be refrained from being certified as school counselors. Rather, the approach should be one of broadening the concept of school counselor certification to include alternate routes to certification for those persons who bring different backgrounds, education, and experiences to the school counseling position. The posture should be one of providing enriching experiences for each counselor-candidate within areas which his experience and education dictate. These alternatives should provide for a broader cross section of experiences, personalities, and approaches within the school counseling staffs, which in turn should broaden the effectiveness of the school guidance program as it attempts to respond to the concerns of the student body.

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APPENDIX A

SCHOOL COUNSELOR INTERNS, INTERNSHIP PLACEMENTS, AND SCHOOL SYSTEM OF FIRST EMPLOYMENT, 1969-72

School Counselor Interns	Internship Placements	School System of First Employment
1969-70 Interns		
Gerald Seim	Reedsville High School Reedsville, Wisconsin	Reedsville High School Reedsville, Wisconsin
1970-71 Interns		
EPDA		
Daniel Berger	Lourdes Catholic High School Oshkosh, Wisconsin	Iowa-Grant High School Livingston, Wisconsin
Karen Hassler	Franklin Junior High School Stevens Point, Wisconsin	Franklin Junior High School Stevens Point, Wisconsin
Randy Neuser	Oshkosh High School Oshkosh, Wisconsin	West Middle School Wisconsin Rapids, Wisconsin
Marjorie Kundiger	Oconomowoc Junior High School Oconomowoc, Wisconsin	Washington Park High School Racine, Wisconsin
Regular		
Barbara Guither	New London High School New London, Wisconsin	New London High School New London, Wisconsin
Cameron Goetz	CESA 8 Appleton, Wisconsin	CESA 8 Appleton, Wisconsin
Dorothy Hakala	Burlington High School Burlington, Wisconsin	Burlington High School Burlington, Wisconsin
Karen Kolpak	East High School West Bend, Wisconsin	East High School West Bend, Wisconsin
1971-72 Interns		
EPDA		
Norbert Hill	Port Washington High School Port Washington, Wisconsin	University of Wisconsin-Green Bay Green Bay, Wisconsin
Steve Kearney	Waupun Elementary School Waupun, Wisconsin	Winnebago State Hospital Oshkosh, Wisconsin

School Counselor Interns	Internship Placements	School System of First Employment
	1971-72 Interns (Cont.)	
Marie Lauer	Washington Junior High School New London, Wisconsin	Little Chute High School Little Chute, Wisconsin
John Mees	Wilson Elementary School Sheboygan, Wisconsin	Elementary Schools Sheboygan, Wisconsin
Frank Plano	East High School Wausau, Wisconsin	East High School Wausau, Wisconsin
Leslie Prausa	Oconomowoc Junior High School Oconomowoc, Wisconsin	Oconomowoc Junior High School Oconomowoc, Wisconsin
Bruce Ritchey	Brown Deer High School Brown Deer, Wisconsin	Middle School Monona, Wisconsin
Gregory Sather	Wilson Elementary School Sheboygan, Wisconsin	Elementary Schools Sheboygan, Wisconsin
David Schmidman	West High School and Marathon County Guidance Clinic Wausau, Wisconsin	Elementary Schools Sheboygan, Wisconsin
Gordon Thyne	Jefferson Middle School Port Washington, Wisconsin	North High School Sheboygan, Wisconsin
Regular		
William Ethier	West Middle School Wauwautosa, Wisconsin	West Middle School Wauwautosa, Wisconsin
Gloria Nesbitt	Cedarberg High School Cedarberg, Wisconsin	Unemployed
Robert Paloski	Washington High School Two Rivers, Wisconsin	Glenwood City High School Glenwood City, Wisconsin
Bryan Sorenson	Washington Junior High School Dubuque, Iowa	Goodrich High School Fond du Lac, Wisconsin
Gerald Stadler	Eagle River Elementary School Eagle River, Wisconsin	Eagle River Elementary School Eagle River, Wisconsin

APPENDIX B

COUNSELOR EVALUATION FORM
PART I

Please rate _____ on the following categories in relation to all the other counselors you have worked with.

	Above Average	Slightly Above Average	Average	Slightly Below Average	Below Average
Displays confidence in self	_____	_____	_____	_____	_____
Dresses appropriately	_____	_____	_____	_____	_____
Expresses himself clearly and concisely	_____	_____	_____	_____	_____
Exhibits sincere interest in people	_____	_____	_____	_____	_____
Exhibits a warm and friendly manner	_____	_____	_____	_____	_____
Makes me feel at ease	_____	_____	_____	_____	_____
Encourages me to talk freely about my concerns	_____	_____	_____	_____	_____
Responds straightforwardly	_____	_____	_____	_____	_____
Demonstrates a practical knowledge related to handling whatever concerns are at hand	_____	_____	_____	_____	_____
Makes comments consistent with whatever concerns are at hand	_____	_____	_____	_____	_____
Interprets information clearly	_____	_____	_____	_____	_____
In general, I would rank this counselor among all others I have known as	_____	_____	_____	_____	_____

PART II

Compared to other counselors you have worked with, rate the knowledge _____ has displayed in the following areas:

Knowledge of:	Above Average	Slightly Above Average	Average	Slightly Below Average	Below Average
Test availability					
Test interpretation					
Occupational information					
Educational information					
Developmental patterns of children					
General school policies					
Curricular activities					
Extracurricular activities					
The school's decision-making system					
Teacher functions and responsibilities					
Administrative functions and responsibilities					
Educational innovations					
Community resources					
Other Areas (please specify)					
_____					
_____					

Title of Respondent_____

APPENDIX C

WISCONSIN RELATIONSHIP ORIENTATION SCALE

DO NOT SIGN YOUR NAME

This instrument is a counselor evaluation scale. It is designed to gather information to assist counselors in improving their current effectiveness and in improving the preparation of future counselors. Your cooperation will be appreciated.

Directions

a. Do NOT sign your name.

b. Check the item which best describes your feelings toward _____.

_____ 1. I would attempt to avoid any kind of interaction or relationship with this person.

_____ 2. If no one else were available, I might consult this person for specific information of a factual nature, but I would avoid any personal exposure.

_____ 3. I would be willing to talk with this person about factual and some of the personal meanings connected with these.

_____ 4. I would be willing to talk with this person about many of my personal concerns.

_____ 5. I have the feeling that I could probably talk with this person about almost anything.

c. After completing the form, please fold in half twice and return to the person collecting the forms. Do NOT return it to the counselor you rated.

APPENDIX D

SCHOOL ADMINISTRATORS SURVEY OF
1971-72 INTERNS

How many interns or counselors did you interview for the position eventually held by _____? Circle one.

a. 1
b. 2-5
c. 6-10
d. 11 or more

Briefly state why you selected _____ to intern at your school.

What is your perception of the effectiveness of _____? Circle one.

a. very effective
b. effective
c. adequate
d. not adequate

Upon completion of the internship year, do you plan to hire _____ as a counselor in your system?

Yes___ If your reply is affirmative, please briefly state why.

No____ If your reply is negative, please briefly state why.

Do you plan to continue in the intern program for 1972-73? Yes___ No___

If you have any additional comments to make regarding the internship experience in your school, please feel free to do so here.

APPENDIX E

QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS WHO HAD HIRED INTERNS

Approximately how many applications did you receive regarding the job which is held by _____? Circle one.

a. 1-5
b. 6-10
c. 11-15
d. 16 or more

Approximately how many candidates were interviewed for the position of counselor which is held by _____? Circle one.

a. 1
b. 2-5
c. 6-10
d. 11 or more

Briefly, please list the strengths which led you to choose _____ over other candidates interviewed for the counseling position.

Will you rehire _____ for the next academic year?

Yes___ Please state briefly any unique contributions this counselor has made to your school.

No____ Please state briefly, why.